

我们班的「取经四人组」：组队、分工、和好的三步法

四年级下学期，科学课老师宣布每班选一组参加科技节比赛，四人一组，自己组队、自己分工。我和同桌、前排的小杨、还有总坐在最后一排的阿远凑成了一组。老师开玩笑说我们四个像取经队伍，从此我们班多了个「取经四人组」的名号。名号好听，活儿难干。我后来能算组长，靠的不是嗓门大，而是先把三件事做对了。

第一件事是分工前先摸清每个人的长处。我们没有把任务对半切，而是先开了个十分钟的「摸底会」。规则很简单：每人说一件自己最拿手的事，再问别人一个问题。小杨说他爸带他做过航模，他会粘机翼；阿远说他家养了六只乌龟，乌龟吃什么他全知道；前排的小雨——她是后来补进组的——写字特别工整，字帖都临过两本。我把这些记在一张纸条上，然后分配：小雨负责抄展板上的文字，小杨做模型，阿远查资料，我负责把三样东西拼成一份讲稿，比赛时由我主讲。分工表贴在小雨的文具盒盖上，谁忘了就打开看一眼。给每件事起名字很管用：「抄字」「做翅膀」「查资料」「念稿」，责任一下就有了归属，没人能说「我以为是他做」。

第二件事是把大任务拆成带日期的小节点。我们没有定「周五交」这种吓人的死线，而是排了四个小节点：周一晚放学前交资料要点，每人三条；周三中午前模型粘完主体；周四放学前文字抄完；周五中午在教室后排合练一遍。每个节点只查一小块，查不完当天就能补，不至于最后一天集体熬夜。周五合练时我们发现讲稿太长，念完要六分钟，超时。我当场删掉了两段乌龟笑话，把时间压到四分钟。删稿的时候没人心疼，因为前四个节点都按时交了，改的只是最后一环。

第三件事是闹矛盾时不评对错。周三中午，小杨和阿远吵起来了。阿远查的资料里说航模机翼要长一点才飞得稳，小杨说他做的短翼更灵活，两个人各拿一张纸比划，谁也不服谁。我过去没说「你俩别吵」，也没说「听谁的」，只提了一个办法：短翼长翼各做一片，周三放学在操场试飞，飞得好的上展板。结果长翼多飞了四秒，小杨心服口服，还主动帮阿远把资料贴到展板上。处理矛盾的关键是回到任务本身——争的是「哪片翅膀飞得远」，不是「谁厉害」。另外，矛盾要趁早。小雨有次连续两天不说话，我看出不对，放学拉住她问，才知道阿远嫌她字抄得慢，说了句「你这速度黄花菜都凉了」。我们把「抄字」拆成两半，阿远抄一半，小雨抄一半，第二天两个人有说有笑。矛盾像纸屑，看见就捡，别等它堆成堆。

比赛我们拿了二等奖，奖状现在贴在教室后墙。但对我来说更要紧的是另一件事：学期末换座位，我们四个被拆散，可下次班级活动组队时，这套「摸底—拆节点—试飞」的办法被小雨原样搬到了她的新组里。她说，取经的人散了，取经的路还在。

Our Class's 'Scripture-Seeking Team of Four': A Three-Step Method for Teaming Up, Dividing Work, and Making Up

In the second semester of fourth grade, our science teacher announced that each class would pick one team for the science festival contest: four per team, choose your own teammates, divide the work yourselves. My deskmate, Xiao Yang from the front row, and A-Yuan, who always sat in the very back, ended up in one group. The teacher joked that the four of us looked like the scripture-seeking pilgrimage team, and

since then our class had a nickname: the 'Scripture-Seeking Team of Four.' The nickname sounded great; the work was hard. I ended up as team leader not because I was loud, but because I got three things right first.

The first thing was to figure out everyone's strengths before dividing the work. We didn't cut the task in half. Instead, we held a ten-minute 'strengths meeting.' The rule was simple: each person names one thing they are best at, then asks one other person a question. Xiao Yang said his dad had built model planes with him and he could glue wings. A-Yuan said his family kept six turtles and he knew everything about what they eat. Xiao Yu, who sat in front and joined our group later, wrote beautifully neat characters and had copied two copybooks of calligraphy. I jotted these on a slip of paper, then assigned roles: Xiao Yu would copy the text for the display board, Xiao Yang would build the model, A-Yuan would research, and I would stitch the three parts into one speech and present it at the contest. We stuck the assignment list on the lid of Xiao Yu's pencil case - anyone who forgot could open it and take a look. Naming each job worked well: 'copying text,' 'making wings,' 'research,' 'reading the script.' Responsibility suddenly had an owner, and nobody could say 'I thought he was doing it.'

The second thing was breaking the big task into small dated checkpoints. We didn't set a scary deadline like 'due Friday.' We scheduled four checkpoints: research notes, three points each, by Monday before school ended; the main body of the model glued by Wednesday noon; the text copied by Thursday after school; one full rehearsal at the back of the classroom on Friday noon. Each checkpoint checked only a small piece, so anything unfinished could be fixed that day, and we wouldn't all pull an all-nighter on the last day. At Friday's rehearsal we found the speech was too long - six minutes, over the limit. I cut two turtle jokes on the spot and brought it down to four minutes. Nobody minded the cuts, because all four earlier checkpoints had been delivered on time; we were only adjusting the last link.

The third thing was not judging right or wrong when we fought. On Wednesday noon, Xiao Yang and A-Yuan quarreled. A-Yuan's research said model plane wings should be longer to fly steady; Xiao Yang insisted his short wings were more agile. Each waved a sheet of paper, neither yielding. When I came over, I didn't say 'stop arguing' or 'listen to so-and-so.' I offered one method: make one short wing and one long wing, test-fly them on the playground after school, and the one that flies better goes on the board. The long wing stayed airborne four seconds longer. Xiao Yang admitted defeat and even helped A-Yuan paste the research notes onto the board. The key to handling conflict is returning to the task itself - the argument was about 'which wing flies farther,' not 'who is better.' Also, catch conflicts early. Xiao Yu once stayed silent for two days straight. I sensed something wrong, caught her after school, and learned that A-Yuan had complained about her slow writing, saying 'at that speed the dish will be cold.' We split the copying in half: A-Yuan took one

half, Xiao Yu the other. The next day the two were chatting and laughing. Conflicts are like paper scraps – pick them up when you see them, don't wait for them to pile up.

We won second prize, and the certificate is still on the back wall of our classroom. But what matters more to me is another thing: at the end of the term we were separated by a seat change, yet at the next group activity Xiao Yu reused this exact 'strengths-checkpoints-test-flight' method in her new group. She said: the pilgrims may scatter, but the road to the scriptures is still there.